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ABSTRACT

Project PEP (Program Evaluation and Planning: Evaluating Current Programs and Identifying Handicapped Students and Their Vocational Needs for 1977-82) was designed to help handicapped students ages 14-21 make the transition from secondary to vocational, technical, and adult education school (VTAE) in Wisconsin. Information was gathered to identify handicapped students and their vocational needs for 1977-82; the barriers which keep handicapped students from enrolling in and completing vocational courses; and successful techniques which work in teaching handicapped students. The results were used to provide a data base for special and vocational educators from the secondary schools and vocational administrators from Wisconsin's sixteen VTAE districts to jointly plan for educating the handicapped in each VTAE district. This core group of educators and administrators from each district continued to meet in order to articulate the development and improvement of vocational education for the handicapped and to develop a strategy to help secondary students enroll in VTAE schools. In addition to providing a data base for program improvement and development, project PEP helped establish many new liaisons between vocational and special educators and between secondary and VTAE personnel which can be valuable in helping to increase the number of handicapped students who obtain employable skills through VTAE classes. (BM)

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Program Evaluation and Planning for the Vocational Education of Handicapped Students: Secondary, Post-Secondary Articulation

by

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Preface

The articulatior of secondary and post-secondary vocational, technical and adult education programs will enhance the development and improvement of vocational programs for handicapped students. Project PEP activities were directed toward developing a data base to provide vocational teachers and administrators with information about the vocational needs of handicapped students ages 14-21 and to help vocational, technical and adult education districts plan future vocational programs for these students who will be asking for vocational education in the 1977-1982 year period.

Appreciation is expressed to the following project and Center staff who worked on the project. Marion Franken and Vasant Kumar, Project Associates; John Gugerty and Barbara Dougherty, Specialists; Alice Du Bois, Project Assistant; and Debbie Belongea, Secretary.

Thanks are expressed to Mr. Eugene Lehrmann, Director of the Wisconsin Board of Vocational, Technical and Adult Education and Dr. Barbara Thompson, Superintendent of Wisconsin Department of Public Instruction for their assistance and the assistance of their staff with various parts of the project. A sincere thank you is given to the vocational and special educators who participated in the development, testing, and completion of Project PEP instruments which were used to develop the data base on handicapped students. Finally a thank you to the "CORE" group members who attended the Project PEP information dissemination conference and who are continuing to promote secondary/post-secondary articulation procedures to improve vocational education for handicapped students in their respective districts.

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THE PURPOSE OF PROJECT PEP

Project PEP, *Program Evaluation and Planning: Evaluating Current Programs and Identifying Handicapped Students and Their Vocational Needs for 1977-1982*, was designed to help handicapped students ages 14-21 make the transition from secondary to vocational, technical and adult education (VTAE) schools in Wisconsin. The project was timely in that it coincided with the current emphasis on mainstreaming and the recent series of federal legislation relating to the education of handicapped people (see Community Citizens, page 23).

Making the transition from secondary to post-secondary schools should be a smooth process which assures the handicapped student of a reasonable chance of success in the new school. Handicapped students are not the only people involved in the transition process. Teachers, administrators, parents and employers will ultimately be involved in providing a success experience at the post-secondary level.

Many times students with the more invisible handicaps such as learning disabilities, emotional disturbance or various degrees of mental retardation will enroll in a vocational, technical and adult education (VTAE) school without providing much more information to the teacher than their names. When this happens, it's only a matter of time until the handicapped student is in trouble academically. Teachers have a limited time to diagnose the handicap and take steps to remedy the situation before the student drops out of school. Many teachers in the regular classroom do not have formal training or even inservice training on how to teach handicapped students. With the new federal legislation mandating equal access to vocational education, teachers will see an increasing number of handicapped students enrolling in their classes.

Basic information on handicapped students, their characteristics and their vocational career needs is important. Reasons why handicapped students fail to attend or complete classes should be known. Successful techniques used in teaching handicapped students vocational skills should also be part of the teachers' knowledge base.

Through Project PEP, a data base was provided to help vocational educators improve and develop vocational programs for handicapped students. The four major activities of Project PEP follow.

Activity I - Identify Handicapped Students and Their Vocational Needs for 1977-1982

Activity II - Identify the Barriers which keep Handicapped Students from Enrolling in and Completing Vocational Courses

Activity III - Identify Successful Techniques which Work in Teaching Handicapped Students

Activity IV - Provide an Opportunity for Special and Vocational Educators from the Secondary Schools and Vocational Administrators from Wisconsin's 16 VTAE Districts to Jointly Plan for Educating the Handicapped in Each VTAE District

These four activities developed information which proved to be useful not only to teachers and administrators in VTAE schools but also to teachers and administrators in secondary schools. A discussion of the activities and results of these activities follow.

Activity I - Identify Handicapped Students and Their Vocational Needs for 1977-1982

An Exceptional Education Needs Instrument (see appendix) was developed, tested and given to selected special education teachers to be completed on their handicapped students. Questionnaires were completed on over 3,200 handicapped students aged 14-21 in Wisconsin's secondary school system. The purpose was to provide data on handicapped students which would be useful to VTAE districts in developing and modifying vocational programs for handicapped students. A brief overview of the information and its usefullness for VTAE teachers and administrators will be discussed here. For complete details on the information collected from the Exceptional Education Needs Instrument, see the Franken[1] (1977) publication.

Table 1*: Educable Mentally Retarded, Emotionally Disturbed, and Learning Disabled Students aged 14-21 enrolled in Special Education Programs in Wisconsin's Secondary School System for 1975-1976

Primary Handicap	Age Ranges			
	14-16	17-18	19-20	Total
Educable Mentally Retarded	4362	2371	557	7292
Emotionally Disturbed	1381	379	48	1808
Learning Disabled	2452	484	55	2991
Total	8195	3236	660	12,091

Handicapped students drop out of the school system at an alarming rate. Table 1 gives an indication of this problem. A sharp decline in the number of students enrolled in special education programs indicates a high drop-out rate. Admittedly, some of the students may still be enrolled in school programs; however, the number would be small. Without knowing about each individual student we can only speculate as to the cause for the drop in enrollment. Some of the students may have overcome their handicap and are no longer listed on school records as being handicapped. If we assume that many of the handicapped students have dropped out of school, the next question is; where are they now? Are they employed? Do they have a need to return to a school setting to learn employable skills?

It is logical to believe that many handicapped students who have dropped out of school and those still enrolled could benefit from vocational classes in the VTAE system. It is also logical to believe that many of these handicapped students will seek admission to VTAE schools to learn employable skills. The purpose of the Exceptional Education Needs Questionnaire was to identify some of the specific characteristics of the handicapped students.

*Source: Wisconsin Department of Public Instruction, Division of Handicapped Children, School District Plan, Part A, Annual Report on Special Education Programs for the Handicapped, 1975-1976.

[1]Franken, Marion E. "Identifying Handicapped Students and Their Vocational Needs for 1977-1982." Wisconsin Vocational Studies Center, University of Wisconsin, Madison, Wisconsin; 65 p., July 1977.

aged 14-21 who were still enrolled in the secondary school system.

The learning ability of handicapped students was restricted in many areas. As an example, students labeled as learning disabled were found to have deficiencies in listening, thinking, speaking, reading, writing, spelling, calculating and visual perception in addition to the primary handicapping condition. Teachers who design new courses or modify old courses need to be aware of the many complications which a student may have in addition to the primary handicapping condition.

On the positive side handicapped students in the primary categories were found to have talents which could be utilized in designing vocational programs. Students with learning disabilities given as their primary handicap were found to have talent in art 23%, music 6.6%, writing 2%, mechanics 41%, and athletics 41%.

Teachers were asked to give their perceptions of their students' career goals and whether or not they would recommend training in a career category. Teachers perceived their students entering many career fields with manufacturing, consumer and homemaking education, agriculture-agribusiness and natural resources being listed most often.

Of primary concern was the type of educational setting in which teachers believed their handicapped students could be educated after leaving the secondary system. Teachers believe that over 86% of the students they were currently teaching could enter a post-secondary institution or agency for further training. Of the students enrolled in secondary schools, 12% were thought to be able to succeed in a regular class at a VTAE school, 24% were believed to be able to enroll in a regular class with special consideration, and 29% could enroll in a special class in a VTAE school. Another 16% were believed to be best served by a special school or a sheltered workshop. Only 3.5% were believed to benefit most by a college or university setting. It should be of primary concern to VTAE teachers and administrators that 65% of the current number of handicapped students in Wisconsin's secondary school system ages 14-21 are thought to be best served by continuing their educations in a VTAE school. The many handicapped students who have dropped out of secondary schools during the past few years may share the same educational needs.

Secondary special education teachers were also asked to give the best learning modality for each of their students. This information would be valuable to VTAE teachers in designing learning situations for handicapped students. Of the handicapped students surveyed, 21% learned best by tactual methods, 19% by auditory methods, 22% by visual methods and 38% by both audio and visual methods. This should alert VTAE teachers that multi-sensory teaching techniques need to be incorporated into their instructional packages when teaching handicapped students.

As previously stated only some of the high points of the data from the Exceptional Education Needs Questionnaire are mentioned here. A study of the complete report will be of value to teachers developing vocational programs for handicapped students.

Activity II - Identify the Barriers which keep Handicapped Students from Enrolling in and Completing Vocational Courses

Information on barriers which prevent handicapped students from enrolling in and completing VTAE programs and successful educational techniques used in working with handicapped students was collected by the Techniques and Barriers Survey (Kumar, 1977).[2] Over 200 teachers in Wisconsin's 16 VTAE districts completed the Techniques and Barriers Survey (see appendix). Only some of the highlights of results from the Techniques and Barriers Survey are reported here. The Kumar report should be studied for further information.

Due to the wide range of economic, rural, urban and ethnic differences of the Wisconsin population, teachers and administrators who work with handicapped students in all 16 VTAE districts were asked to complete the Techniques and Barriers Survey. The purpose of the section on barriers was to identify barriers which prevented handicapped persons from enrollment in and completion of vocational programs. Such information is essential to the smooth transition of students from the secondary to the VTAE schools.

[2]Kumar, Vasant. Handicapped Persons in Wisconsin Vocational, Technical and Adult Education Districts: Assessment of Educational Techniques and Identification of Barriers. Wisconsin Vocational Studies Center, Madison, Wisconsin; 89 p., July 1977.

Barriers which prevent handicapped students from enrolling in vocational classes were found in the seven categories listed below.

1. *Attitudinal and Emotional*
2. *Accessibility*
3. *Employment*
4. *Legal*
5. *Organized Groups*
6. *Professional Preparation*
7. *Resources*

Although many barriers to enrollment appeared in the seven categories only the top two in each category are listed below.

Barriers to Enrolling in Vocational Programs

Attitudinal Barriers

- lack of confidence
- lack of public awareness about needs and capabilities of handicapped people

Accessibility Barriers

- transportation to and from school
- lack of basic living skills

Employment

- limited number of jobs
- lack of job seeking skills

Legal Barriers

- difficulties experienced by agencies in clarifying jurisdiction in their services to handicapped students
- lack of legal mandate

Organized Group Barriers

- complex procedures involved in getting state and federal funds
- a lack of advocate groups for handicapped persons within the VTAE system

Professional Preparation Barriers

- insufficient inservice training in methods of teaching handicapped students
- a lack of trained support personnel to assist teachers of handicapped students

Resource Barriers

- lack of course materials in multiple modes
- lack of appropriately trained personnel

Once handicapped students do become enrolled in a vocational program, additional barriers prevent them from completing the program or gaining an employable skill. These barriers are listed below according to the same categories as enrollment barriers. Again, only the two most dominent barriers in each category are listed.

Barriers to Completing Vocational Programs

Attitudinal and Emotional Barriers

- handicapped students lack of self confidence
- handicapped students become discouraged at rate of progress

Accessibility Barriers

- lack of transportation
- prohibitive cost of transportation

Employment Barriers

- physical limitations
- unrealistic job expectations

Legal Barriers

- lack of knowledge of programs and benefits
- counselors lack of knowledge of programs and benefits for handicapped students

Organized Group Barriers

- employers unwilling to make financial commitments to hire handicapped persons

- employers support service is inadequate

Resource Barriers

- lack of school finances to acquire equipment and materials for teaching handicapped persons
- lack of appropriately trained personnel

Post-Employment Barriers

- lack of systematic follow-up during initial period of employment
- unable to cope with other employees

Other barriers in addition to those above may prevent handicapped students from completing vocational classes. Eliminating the barriers mentioned above would be a necessary step in providing access to VTAE classes for handicapped students.

Activity III - Identify Successful Techniques which Work in Teaching Handicapped Students

As part of the Techniques and Barriers Survey, teachers and administrators were asked to give their perceptions as to which methods and techniques were most successful in working with handicapped students. Teachers responding were employed by a VTAE system or agency in a VTAE area and worked in many areas of delivery of services to handicapped students. Although many successful methods and techniques for working with handicapped students were given, only the top two in each category are listed below. For further information, refer to the report by Kumar.

Successful Methods of *Recruiting Handicapped Students*

- referral by social agencies
- results of diagnostic testing by school and outside evaluators

Successful *Evaluation* Methods

- teacher evaluation
- work evaluation

Successful Methods of *Identifying Unknown Handicaps*

- diagnostic testing and evaluation
- observation by teachers

Successful Teaching Methods in *Pre-Vocational Programs*

- individualized instruction
- "hands-on" experiences

Successful Teaching Methods - *Vocational Programs*

- use of audio/visual aids
- individualized instruction

Successful Teaching *Aids*

- equipment and/or materials for "hands-on" experiences
- teacher-made audio and/or visual materials

Successful Ways to Assist *Handicapped Persons in Their Academic Work*

- individual counseling
- evaluative services to determine abilities and disabilities

Successful *Placement Strategies*

- educating employers to the benefits of hiring handicapped persons
- developing skills to search for, hold, and advance on a job

Successful Ways to *Accomplish Follow-up*

- through counselors
- through placement personnel

Successful Methods for *Upgrading Skills*

- participating in low student teacher ratio classes
- being taught by teachers with improved teaching methods

Teaching handicapped students need not be a difficult task. Successful methods, materials and techniques for teaching handicapped students are available and can be adapted by vocational educators to meet classroom needs. A close look at programs which are successful in teaching handicapped students would be of great help to vocational teachers wishing to develop or

modify vocational programs.

Activity IV - Provide an Opportunity for Special and Vocational Educators from the Secondary Schools and Vocational Administrators from Wisconsin's 16 VTAE Districts to Jointly Plan for Educating the Handicapped in Each VTAE District

The activities of the secondary and post-secondary or VTAE schools to develop vocational education programs for handicapped students vary among the many schools within the state. Some articulation of programs and information is taking place in every VTAE district. New vocational programs are being initiated and various individuals and committees are attempting to help handicapped students move from secondary schools to vocational programs in the VTAE system. In general, a coordinated comprehensive attempt has not been made to articulate the special and vocational education programs at the secondary level and the vocational programs at the VTAE level of instruction.

Handicapped students in the middle and high school areas need to be provided, (1) career exploratory opportunities; (2) pre-vocational and living skills; and (3) vocational training opportunities. These three areas are not always provided in a one, two, three order but in various combinations over a period of months or years. All three areas are essential if we are to train handicapped students for paid or non-paid employment. Before a handicapped student can really be successful in a vocational training program, he or she must acquire appropriate pre-vocational and living skills. The question of who should provide pre-vocational and living skills is not clear in many cases. Special and vocational educators at the secondary level should work this out together and make sure that handicapped students do acquire pre-vocational and living skills and that career exploration opportunities are provided. Handicapped students entering the VTAE system should be ready to enter a regular vocational classroom, if at all possible, to learn an employable skill.

This does not mean that pre-vocational and living skills will not be required at a VTAE school. Some handicapped students will have a constant need for such services. It is desired; however, that handicapped

students be ready to enter vocational courses as soon as possible after enrolling in the VTAE school.

Skills in reading, writing, math and basic education skills in general will also be needed on a continuing basis at both secondary and VTAE levels. Cooperation with funding and social service agencies is another essential component of a comprehensive approach to articulating secondary and VTAE vocational programs for handicapped students.

Still another point to consider is the Federal Buckeley Privacy Amendments and how release or holding of information affects students as they move from the secondary to the VTAE level. Much information on the educational needs, characteristics and capabilities of each handicapped student is developed at the secondary level. Deciding which specific information would be of help to VTAE teachers in developing vocational programs and developing a method of transferring such information is a real problem.

A three day project data dissemination and articulation conference was held to help secondary and VTAE administrators work out mutual problems concerning the vocational education of the handicapped in their respective VTAE districts. A horizontal and vertical integration of vocational and special educators was developed to form a "CORE" group of six members for each of the 16 VTAE districts in Wisconsin. Two local vocational education coordinators, and two special education directors from the secondary schools and two VTAE administrators made up the "CORE" groups.

The conference was centered around the "CORE" groups whose purpose was to receive Project PEP data, discuss its use in the process of developing and improving vocational education for handicapped students and to formulate plans for future meetings to occur after the conference. These future meetings were to include an expanded "CORE" group for continuation of the secondary VTAE articulation process. "CORE" group assignments, conference agenda and "CORE" group members may be found in the appendix.

The individual VTAE district articulation and development activities varied from district to district. For purposes of this publication a composit summary of the planned articulation and development activities planned by the districts will be reported. "CORE" groups provided the following answers to eight summarization questions. Brief "CORE" group comments on

planned activities, problems and suggestions follow each question.

Summary of Articulation and Development Activities of "CORE" Groups at the Project PEP Dissemination and Articualtion Conference

Question 1. What are the recommendations for development of programs for the handicapped in the VTAE districts? This should include specific activities in *instructional services, field services, research and planning,* and *student services* and a format and timetable for carrying out these activities.

- Vocational programs offered at the secondary level will be identified to determine duplication and overlap areas in VTAE schools.

- Handicapped students enrolled in secondary school vocational programs will be identified and given information on vocational courses available at the VTAE level.

- Initial steps have already been initiated. "CORE" group members have the responsibility to expand the initial work and to include all secondary schools in the VTAE district in the articulation process.

- Inventory existing competancy based curricula in the VTAE school and make all secondary schools aware of the available curriculum.

- Develop a proposal asking for Department of Public Instruction assistance in developing secondary programs for vocational education of handicapped students.

- Development of a district wide meeting is planned. It will be VTAE special needs director's responsibility to call the meeting. Both secondary and VTAE personnel will be invited to the meeting.

- A target date of one year has been set to study and resolve the vocational program development issues. A timetable for implementation will be developed.

- Define skill levels to be developed by handicapped students.

- Expand the "CORE" group.

- Develop a timetable for implementation.

- Establish a joint VTAE and secondary school Exceptional Education Needs Committee to improve articulation of services.

- Instructional Services Department will use an advisory board to help develop services for handicapped students and plan inservice training for teachers.

- Top administrators must take a leadership role in providing services to handicapped students.

- We must have administrative committment in the five year plan.

- Increase our efforts to make all staff members aware and involved in improving vocational education programs for the handicapped students.

- Establish the needs of our diverse student population.

- Involve parents in our planning meeting.

- Hold extensive, practical inservice by teachers experienced in education of the handicapped.

- Plan for some VTAE staff members to be involved in the development of the IEP (Individualized education program for handicapped vocational students in the 11th and 12th grade.)

- Make exception on our limited enrollment policies when handicapped students are involved.

- Make cooperative arrangements between VTAE and secondary schools to serve handicapped students in the 16-21 year age bracket.

- Secondary schools should provide the basic pre-vocational skills needed in appropriate VTAE classes.

- A follow-up of handicapped students leaving the VTAE programs during the last five years will be made.

- We want to plan long and short term inservice to coordinate activities in special and vocational education.

- Some of the federal legislation needs interpretation.

- Determine levels of authority in the secondary schools under the varying administrative patterns.

- The case manager of handicapped students should shift with students as they move from secondary to VTAE schools.

- We need to plan teacher inservice in the areas of attitudes toward handicapped students. Commitment to service, pre-vocational and vocational skills and specific academic skills.

- Develop a procedure to release information acquired by secondary schools on handicapped students to aid VTAE teachers.

Question 2. What secondary and VTAE activities need to be coordinated in the development and improvement of education for the handicapped? This should include the role of VTAE, LVEC and Special Education personnel in the coordination activities.

- Instructors in common programs should get together to exchange information and plan jointly for student success.

- Eliminate undesirable overlap in secondary and VTAE programs.

- We (VTAE) plan to obtain information on secondary level subjects, how subjects are taught, follow-up of students, individualized education programs, and current multi-diciplinary staffing. Based on the information obtained in a planning/steering committee, changes in recruitment, curriculum, follow-up, placement and articulation will be made.

- Integrate curriculum planning activities from elementary through VTAE levels.

- Tabulate and share vocational materials with secondary schools.

- Establish a vehicle to provide background information on handicapped students entering the VTAE system.

- Survey local employers to determine availability of employment for handicapped students.

- Establish reciprocal use of services and facilities of secondary and VTAE school districts.

- Include VTAE personnel on muli-diciplinary terms which develop the IEP (Individualized Education Program.)

- Student services will develop a transfer procedure to help handicapped students enroll in a VTAE school.

- Develop a district-wide (VTAE) advisory committee for vocational education of handicapped students which identify and monitor areas in which coordination and cooperation are necessary.

- Conduct a district-wide (VTAE) needs assessment.

- Conduct joint inservice training of special and vocational educators.

- Communicate VTAE admission procedures to vocational and special education teachers in the secondary districts.

- Inform VTAE teachers of the competency level of handicapped graduates of secondary vocational programs.

- Need basic data from Research and Planning Department on the number of handicapped students being served, programs in which enrolled and employment secured.

- Have district VTAE director send letter to all secondary schools identifying VTAE teachers who work with the handicapped students and in turn request the names of vocational teachers in the secondary schools who are working with handicapped students.

- Bring vocational educators from secondary and VTAE schools to a meeting to help provide planning for future vocational programs for handicapped students.

Question 3. What follow-up activities are planned for the "CORE" group (i.e., plan additional meetings, add more members, plan district mini-conference, request professional services)?

- Develop joint meetings for VTAE, special education and vocational education staff at the local level.

- A meeting to discuss admission procedures, program articulation, inservice meetings, role responsibilities, legal aspects, and program development has been planned.

- "CORE" group has resolved to function as a planning group for a local workshop for LVEC, special education and VTAE staff for the purpose of coordinating services for handicapped students.

- A series of quarterly meetings involving an expanded "CORE" group have been planned.

- Establish an expanded "CORE" group meeting to take place in September.

- Minutes of this "CORE" group are being sent to the VTAE advisory committee on handicapped students.

- Established time and place to continue and expand "CORE" groups later this month.

- An expanded "CORE" group will meet on a regular basis.

Question 4. What are the recommendations for development of vocational education for the handicapped in the secondary school systems?

- Accelerate the mainstreaming of handicapped students into the regular vocational programs.
- Take steps to meet the requirement of recent federal legislation on education of handicapped students.
- Develop competancy based vocational courses.
- Disseminate and share information on vocational education of the handicapped among the secondary districts.
- A needs assessment of teachers, administrators, employers and inservice requirements will be made.
- Share accomplishments of vocational and special education which have already occurred in the districts.
- Develop state inservice on vocational education of handicapped students.
- Develop vocational areas not currently offered, such as Christmas tree farming, pulp industry, custodial maintenance, home and building maintenance and heavy equipment operator.
- Emphasize cooperation between secondary and VTAE programs.
- Supply pre-vocational skills needed to enroll in a VTAE course.

Question 5. How can the transition of students from the secondary to the VTAE system be improved? Should special consideration be given to the referral procedures?

- Identify handicapped students and non-students in the district and inform them of available VTAE services.

- Make immediate plans to enroll more handicapped students in VTAE classes. This means an immediate gear up to service handicapped students.

- Transfer relevant information on handicapped secondary students to VTAE teachers when student enrolls in a VTAE program.

- Conduct joint VTAE, secondary workshops to develop referral procedures for handicapped students.

- Initiate pre-planning for transition of handicapped students to VTAE system as part of the multi-disciplinary team process.

- Initiate pre-enrollment counseling of handicapped students wishing to enter VTAE schools.

- Set up joint meetings between VTAE admission counselors. Include Department of Vocational Rehabilitation and social service agencies when their services are needed.

Question 6. What types of curriculum coordination will be needed and who will do the coordination?

- Develop and exchange competency level requirements between secondary and VTAE staff.

- Hold joint VTAE and secondary curriculum development session to share ideas.

- VTAE staff will cooperate with secondary school staff in offering jointly sponsored courses for handicapped students.

Question 7. Will the Exceptional Education Needs Identification Instrument be utilized in additional secondary schools to gather further data? A computer printout of the tables in the publication, Handicapped Students and Their Vocational Needs for 1977-1982, will be available for those districts desiring this type of format.

- Eleven "CORE" groups affirmed that they wished to collect additional data through the use of Project PEP instruments and materials.

- The Project PEP data will be used as a takeoff point for developing and revising vocational programs for handicapped students.

- Consideration will be given to replicating the study in depth in our districts.

Question 8. What activities are necessary to provide legislation mandates on vocational education of the handicapped? This should include the designation of those responsible for individual students.

- Orientation sessions to inform local administrators of legislation mandates.

- Joint orientation and planning meetings with local administrators, parents and agencies to develop a community approach to meeting the mandates of the law.

The Role of Community Members

Improving, developing, and modifying vocational programs for handicapped students is a community problem. The articulation of these activities needs to occur in geographical areas large enough to have secondary and post-secondary school districts plus the supportive services of rehabilitation and social service agencies. Wisconsin's vocational, technical and adult education districts provide a nearly ideal setting for achieving the objectives of developing, improving and articulation of secondary/post-secondary vocational programs for handicapped students. Accomplishing these objectives requires the help of people in many different positions in the VTAE district community.

Research, surveys, inservice meetings and organizational meetings will help, however, such activities are not a substitute for the action of concerned individuals. Waiting and watching for someone to take action will not help

handicapped students. The consequences of inaction and apathy will produce negative effects on educating handicapped students in the community.

Individual VTAE community members can have a positive impact upon vocational education for handicapped people. Some activities which individuals can accomplish are discussed in the following sections.

Vocational Administrators

Teacher preparedness for teaching handicapped students reflects to a considerable extent the attitudes and policies of the vocational administrators in the district. Teachers need to acquire the necessary skills to revise and develop vocational programs for handicapped students. Administrators at both the secondary and VTAE levels can help by arranging for inservice meetings and encouraging teachers to obtain skills on teaching the handicapped. The provision of extra time, space and equipment should be considered. Paraprofessional help in the classroom would assist teachers in doing the extra work which will be required in teaching handicapped students. Vocational administrators can establish a rapport with employers to assure that communication between teaching staff and people in the business world are established. This liaison will be valuable in the placement of handicapped students.

Administrators at both levels need to work together to develop a strategy for smooth transition from secondary to VTAE schools for handicapped students. A good follow-up on handicapped students which dropout at the secondary level would be of value to the VTAE administrator. Handicapped students dropping out of secondary schools are not likely to obtain employment without further training. The VTAE schools will eventually enroll many of these dropouts. The secondary school follow-up of dropouts would be valuable to VTAE districts in identifying these students in the one to five year period after leaving high school. Finally, administrators should be hiring teachers with experience and training in teaching handicapped students and those teachers whose attitudes toward teaching the handicapped are positive.

Vocational Teachers

Vocational teachers must be prepared to teach handicapped students. Preparation can be accomplished through additional schooling, inservice work and

the actual teaching of handicapped students. Teachers should be aware of the characteristics of the major types of disabilities such as educable mentally retarded, emotionally disturbed, learning disabled as well as physical disabilities and hearing and visual impairments and know how to identify these disabilities in the classroom. Modification of existing courses to accept handicapped students into regular classroom must be done. Teachers should also be personally aware of individual student needs. Once these things are accomplished, teachers will be able to readily accept handicapped students into the regular classroom.

Vocational teachers can provide assistance to others in the community in several ways. Counselors need to be informed of existing vocational programs which are modified for handicapped people. Secondary and VTAE teachers can establish communications to mutually help students make the transition to a VTAE system. Secondary teachers can help handicapped students explore VTAE options. Being involved in helping handicapped students in the classroom and in career guidance will not only help handicapped students but will also sharpen teaching techniques and increase the effectiveness of vocational teachers in general.

Employer's Role

Under Section 503 of the Rehabilitation Act of 1973, employers doing business with the federal government must take affirmative action to hire handicapped individuals if the government contract is over $2,500, and employers must develop an affirmative action plan if the contract is over $50,000 or 50 or more people are employed. It is therefore important to learn about the capabilities of handicapped people and their records as employees. Legislation in 1977, Public Law 95-30, allows employers to take an extra tax credit for each new handicapped employee which has been referred from state vocational rehabilitation services. A standard tax credit for 1977-78 of 50% of the first $4,200 in wages paid to each new employee is available. The tax credit limit is $100,000 per year. When the new employee is hired, an additional 10% of the first $4,200 of annual wages may be taken. The employee must have a mental or physical disability which is a substantial employment handicap. With this kind of legal and monitary incentive, an employer would benefit by cooperating with VTAE schools in identifying

qualified handicapped people available for employment. Employers need to work closely with VTAE instructors in identifying and redesigning jobs for handicapped people. Teacher-employer cooperation in designing jobs and developing training for redesigned jobs would ultimately be profitable for employers, teachers and certainly handicapped people. Methods of sharing employment experiences with other employers needs to be developed on a community basis.

Agency Role

Counselors from agencies which place handicapped students in vocational programs at the VTAE level need to work directly with persons who are doing the actual teaching. Working with administrators to get the handicapped person enrolled is necessary. However, counselors have valuable information about their clients which may be of help to a vocational teacher in teaching or developing vocational programs for specific individuals. Knowing the learning modalities used by the handicapped would be helpful. Being aware of tolerances for classroom and peer pressure would help the vocational teacher in conducting classes.

Agencies need to alert vocational administrators to the services which their agency can provide and who to contact to obtain services.

Evaluation of Secondary VTAE Articulation to Improve Vocational Education to Handicapped Students

There are two major criteria for evaluating the effectiveness of secondary and VTAE articulation efforts to improve vocational education for handicapped students. The first is the effect upon the number of handicapped persons enrolled in VTAE schools. An effective strategy should substantially increase the number of handicapped persons enrolled in VTAE courses.

The second and most decisive indicator of a successful delivery of vocational programs would be a sizeable increase in the number of handicapped persons employed in the community. The purpose of vocational education is to provide programs which are directly related to the preparation of the individual for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree. If an

increase in the employment of handicapped people is not evident, we must conclude that we are not fullfilling our purpose and that a reassessment of our strategy is needed.

Community Citizens and the Law

The legislative intent of the recent series of laws regarding the education of handicapped people is clear.* Handicapped people will be admitted to the mainstream of society. To backup the legislative intent, scores of class action suits have been initiated throughout the nation to obtain rights for handicapped people in the fields of education and employment. A great majority of these suits are being won by the handicapped persons.

A bimonthly publication, AMICUS, published by the National Center for Law and the Handicapped, Inc.** contains up-to-date reports on individual suits and the status of the litigation procedures. This publication and others provide a barometer of litigation results and show that the courts are confirming what the laws are mandating. The recent flurry of litigation reveals the existance of at least two groups of people in our society, those who are advocating rights for the handicapped and those who grant these rights only after litigation processes. Although litigation is a valuable and necessary tool for obtaining the rights of handicapped people, it also consumes great amounts of time and money. An immense amount of time and money resources could be saved and services to handicapped people quickly improved if educators, employers, and others involved would help open the door to the mainstream of society for handicapped people.

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* Public Law 94-482. The Education Amendments of 1976, Title II. Rules and Regulations in Federal Register on October 3, 1977.

* Public Law 94-142. Education for all Handicapped Children Act of 1975. Rules and Regulations in Federal Register on August 23, 1977.

* Rehabilitation Act of 1973, Section 503 and Section 504. Rules and Regulations in Federal Register on January 18, 1977.

** National Center for Law and the Handicapped, Inc., 1235 N. Eddy Street, South Bend, Indiana 46617.

SUMMARY OF PROJECT PEP ACTIVITIES

Project staff with the cooperation of teachers and administrators in Wisconsin's secondary and vocational, technical and adult education schools (VTAE) were able to identify numbers, characteristics and vocational needs of over 3,200 handicapped students ages 14-21 in Wisconsin's public school systems. Also identified were the barriers which keep students from enrolling in and completing vocational courses in VTAE schools and successful techniques used in working with handicapped students. In working with the secondary and VTAE teachers it was evident that a positive attitude toward working with handicapped students prevailed.

Meetings of the "CORE" groups which were established at the dissemination conference held in August 1977 are still being held. The "CORE" groups were made up of six vocational and special educators from secondary and VTAE schools in each of the 16 VTAE districts. The purpose of the "CORE" groups is to articulate the development and improvement of vocational education for handicapped students and to develop a strategy to help secondary students enroll in VTAE schools. Each of the "CORE" groups were provided with information on the number of handicapped students in their districts, their characteristics and their vocational needs. Secondary teachers indicated that over 65% of their handicapped students age 14-21 could benefit from VTAE schooling.

Vocational teachers and administrators must be proficient in providing vocational education to handicapped students. This proficiency can be obtained through inservice training, additional college studies, and by the actual experience of teaching handicapped students. Required certification for vocational teachers on how to teach handicapped students would improve the delivery of vocational education to handicapped students in the secondary and VTAE schools.

Project PEP helped establish many new liaisons between vocational and special educators and between secondary and VTAE personnel. It is hoped that these liaisons will be valuable in helping an increased number of handicapped students obtain employable skills through VTAE classes.

APPENDIX

Project PEP Dissemination and Articulation

at the

Administrative Leadership Conference

Quality Inn - Madison

August 3, 4, 5, 1977

(Please refer to main Conference agenda for meal and hospitality functions)

WEDNESDAY, AUGUST 3, 1977

3:10 - 4:30 p.m. Wisconsin Room (A, B, and C)

Topic: *Program Evaluation and Planning for Meeting the Training Needs of the Handicapped, Project PEP*

Chairperson: M. Douglas Ray, Wisconsin Vocational Studies Center

Presenters: Lloyd W. Tindall, Project PEP Director
Wisconsin Vocational Studies Center

Marion E. Franken, Project PEP Associate
Wisconsin Vocational Studies Center

Vasant Kumar, Project PEP Associate
Wisconsin Vocational Studies Center

Topic: *Help from Wisconsin's Educational Administrative Agencies*

Presenters: James Urness, Vocational Education Consultant, Special Projects; Wisconsin Board for Vocational, Technical and Adult Education

Preston Smeltzer, Supervisor, Special Needs
Bureau for Career and Manpower Development
Wisconsin Department of Public Instruction

Thomas Stockton, Supervisor, Mentally Retarded
Bureau for Exceptional Children
Wisconsin Department of Public Instruction

6:00 p.m. CORE Group Dinner Meeting - Executive Room

Topic: *Project PEP Data Review and CORE Group Organization*

Chairperson: Lloyd Tindall

Panel: Project PEP Staff; Marion Franken, Vasant Kumar, Lloyd Tindall

CORE Group Organization

THURSDAY, AUGUST 4, 1977

8:30 - 10:15 a.m. Wisconsin Room (A,B, and C)

Topic: *Preparing Handicapped for the Workforce - Articulating Information and Training for Secondary and Post-Secondary*

Chairperson: Lloyd Tindall

Presenters: Bill Eddy, Education Program Specialist, George Washington University, Mid East Regional Resource Center, Washington, DC

Marc Hull, Associate Professor of Vocational Education, Texas A and M University, College Station, Texas

Question and answer session

10:15 - 10:30 a.m. *Break*

10:30 - 11:30 a.m. Individual VTAE District Meetings (*for meeting room see below)*

Topic: *Setting Priorities to Facilitate Articulation Between Secondary and Post-Secondary Vocational Education for the Handicapped*

Chairpersons: CORE Group Leaders

Blackhawk, Room 202	Walter Babula
MATC-Madison, Room 203	Rosalind Levin
District One-Eau Claire, Room 205	Robert Birchler
Fox Valley, Room 206	Lori Weyers
Gateway, Room 207	Florence Wesselius
Lakeshore, Room 208	Donald Pritchard
Mid-State, Room 211	Max Farning
MATC-Milwaukee , Room 210	Phyllis Jelich
Moraine Park, Senate	Eugene Bogard
Nicolet, Senate	Rose Nelson
North Central, Wisconsin Room A	Russell Paulsen
Northeast Wisconsin, Wisconsin Room A	Hank Wallace
Southwest Wisconsin, Wisconsin Room B	Maxine Doyle
Waukesha County, Wisconsin Room B	Jose Vasquez
Western Wisconsin, Wisconsin Room C	Philip Malin
Wisconsin Indianhead, Wisconsin Room C.	Richard Roder

1:00 - 2:30 p.m. Mini Suites *(Room numbers will be posted Wednesday, August 31)*

Topic: *Role of Student Services and Research and Planning Areas in the Vocational Education of the Handicapped*

Chairperson: CORE Group Leaders

2:30 - 2:45 p.m. *Break (Wisconsin Room)*

2:45 - 4:15 p.m. Mini Suites *(Room numbers will be posted Wednesday, August 31)*

Role of the Instructional Services and Field and Community Service Areas in the Vocational Education of the Handicapped

Chairperson: CORE Group Leaders

FRIDAY, AUGUST 5, 1977

8:00 - 10:30 a.m. Wisconsin Room and Assembly Room

Persons with last names A through L, please go to the Assembly Room

Persons with last names M through Z, please go to the Wisconsin Room.

Topic: *Dealing with Role and Sex Stereotyping in Vocational Education*

Chairpersons: John Hartz and David Miller
Wisconsin Vocational Studies Center

Presenter: B. E. Jessee, Professor of Counselor Education, University of Missouri, Kansas City

PROJECT PEP DISSEMINATION AND ARTICULATION

Wednesday, August 3, 1977, 6:00 p.m. - CORE Group Dinner Meeting in the Executive Room

TOPIC: *Project PEP Data Review and CORE Group Organization*

CHAIRPERSON: Lloyd Tindall

I. Panel: Project PEP Data review and question and answer session. Project PEP Staff, Marion Franken, Vasant Kumar and Lloyd Tindall will briefly review Project PEP Data and answer questions concerning the development and utilization of the data.

II. CORE Group Organization

1. Introduction of CORE Group members.

2. Project PEP Data review procedures.

3. Appoint recorder to provide a feedback of CORE Group proceedings.

4. Plan for 10:30-11:30 a.m. meeting of all persons within each VTAE district on Thursday, August 4, 1977. The CORE Group leader will conduct this meeting and the Thursday afternoon meeting of the CORE Group.

The CORE Group should decide what types of information they would like to obtain from the non-CORE group personnel attending the 10:30 session on Thursday. (Refer to Agenda for 10:30 a.m. meeting on Thursday, August 4, 1977)

PROJECT PEP DISSEMINATION AND ARTICULATION

Thursday, August 4, 1977, 10:30 - 11:30 a.m.

TOPIC: *Setting Priorities to Facilitate Articulation Between Secondary and Post-Secondary Vocational Education for the Handicapped.*

CHAIRPERSONS: CORE Group Leaders

The purpose of this session is to obtain input from the persons at the Conference who are not members of the CORE group and to begin the articulation process between secondary and post-secondary schools in the improvement and development of vocational education for the handicapped. Some of the information which the CORE group could utilize may be obtained by answering the following questions.

1. What areas of the Project PEP data are most important in the articulation process for the development and improvement of secondary and VTAE vocational education programs for handicapped?

2. Who are the key people in the secondary and VTAE schools who will be involved in the articulation of vocational education programs for the handicapped?

3. What type of communications need to be set up or maintained among those in the VTAE district (secondary and VTAE personnel) interested in developing and improving services to the handicapped?

4. What problems concerning the educating of the handicapped should be approached by the CORE group?

5. What referral procedures are needed to facilitate the movement of handicapped students from secondary to VTAE programs? (i.e. standard forms, information on each student, channels of communication)

PROJECT PEP DISSEMINATION AND ARTICULATION

Thursday, August 4, 1977, 1:00 - 2:30 p.m.

CHAIRPERSON: CORE Group Leaders

The purpose of this session is to discuss the roles of the Student Services and Research and Planning areas of the VTAE district in serving the handicapped. Secondary/VTAE articulation will be involved in many aspects of this planning. The following topics are involved in developing and improving services to the handicapped. Time will not allow a discussion on all areas, therefore, select those which are most important to the CORE Group. Please record the progress of the Group and identify future activities suggested by the CORE Group.

The following questions may need CORE Group attention.

STUDENT SERVICES

1. What *admission procedures, academic levels and desirability of entry aspects* need to be formed?

2. What will be the *counseling procedures?*

3. What are effective *testing and evaluation procedures* and how will they be used?

4. What *supportive services, remedial services, transportation, housing, and financial arrangements* for handicapped students will be needed?

5. Who will *coordinate interagency liaison* for school and agency services to the handicapped?

6. Who will *coordinate follow-up* of the handicapped students after *graduation and employment* and who insures that follow-up is done?

RESEARCH AND PLANNING

1. What *community surveys regarding education and employment* of the handicapped are needed?

2. What *inservice training projects* for teachers and administrators are needed?

3. What type of *planning for facilities modification* are needed?

4. Is *interpretation* needed in planning for compliance with recent laws requiring education of the handicapped, non-discrimination, and in providing service to the handicapped?

5. Is *research* needed *on developing instructional programs* for the handicapped?

6. What, if any, *alterations* will be needed *in* the *levels of authority and responsibility* of various educational personnel in order to plan and implement programs of service to handicapped students?

7. How should *responsibility for* the *status of* a specific *handicapped student* be assigned?

PROJECT PEP DISSEMINATION AND ARTICULATION

Thursday, August 4, 1977, 2:45 - 4:15 p.m.

CHAIRPERSON: CORE Group Leaders

The purpose of this meeting is to discuss the role of the Instructional Services and the Field and Community Services areas of the VTAE districts in serving the handicapped. Secondary and post-secondary articulation will be involved in many aspects of this planning. The following topics are involved in developing and improving services to the handicapped. As in the preceding session, time will not allow a discussion on all areas, therefore, select those which are most important to the CORE Group. Please record the progress of the Group, their concerns and problems and their suggestions for future activities.

The following questions may need CORE Group attention.

INSTRUCTIONAL SERVICES

1. What type of *inservice training* on teaching the handicapped is needed?

2. How will *information* on handicapped students be *transferred* to the VTAE district and finally to specific VTAE teachers?

3. *How* and *who* will *coordinate and articulate* the secondary and VTAE *curriculum* for the handicapped?

4. Will *acquisition of materials* on teaching the handicapped be made?

5. How will the *modification of vocational curriculums* be carried out?

6. What *supportive services* will be needed to maintain the instructional areas? (i.e. remedial support in reading and math and improving living skills)

7. What will be the *policies on class size* and the minimum and maximum enrollment requirements?

FIELD AND COMMUNITY SERVICES

1. What type of *non-credit outreach programs* will be necessary? This may include parental information for parents of the handicapped, and information on employers and employment of the handicapped.

2. Will *supportive service* programs in *multi-locations* be available?

3. What *follow-up* and *interagency coordination* will be needed?

PROJECT PEP DISSEMINATION AND ARTICULATION

Summary of Articulation and Development Activities

THE CORE GROUP FOR THE RESPECTIVE VTAE DISTRICTS SHOULD HAND IN A SUMMARY CONTAINING THE FOLLOWING INFORMATION AT THE CLOSE OF THE CONFERENCE.

1. What are the recommendations for development of programs for the handicapped in the VTAE districts? This should include specific activities in Instructional Services, Field Services, Research and Planning, and Student Services and a format and timetable for carrying out these activities.

2. What secondary and VTAE activities need to be coordinated in the development and improvement of education for the handicapped? This should include the role of VTAE, LVEC and Special Education personnel in the coordination activities.

3. What follow-up activities are planned for the CORE group? (i.e. plan additional meetings, add more members, plan district mini-conference, request professional services)

4. What are the recommendations for development of vocational education for the handicapped in the secondary school system?

5. How can the transition of students from the secondary to the VTAE system be improved? Special consideration should be given to the referral procedures.

Summary of Articulation and Development Activities, continued

6. What types of curriculum coordination procedures will be needed and who will do the coordination?

7. Will the Exceptional Education Needs Identification Instrument be utilized in additional secondary schools to gather further data? A computer printout of the tables in the publication, *Handicapped Students and Their Vocational Needs for 1977-1982*, will be available for those districts desiring this type of format.

8. What activities are necessary to provide compliance with legislative mandates on vocational education of the handicapped? This should include the designation of those responsible for individual students.

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Project PEP Dissemination and Articulation Conference

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